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ABSTRACT

This booklet is a series of 10 unit-organized questionnaires to stimulate discussion on a variety of topics in the area of marriage and family life. These values clarification activities can help 11th and 12th grade students confirm or reevaluate personal attitudes. The units included in this activity are: Love and Marriage; Male and Female Personality Traits; Dating; Engagements; Weddings; Male and Female Roles; Children; Separation and Divorce; The Future of Marriage and Family Life; and Personal Evaluation. (Author/PJC)

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A CREATIVE CLASSROOM ACTIVITY

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VALUE QUESTIONNAIRES FOR MARRIAGE AND FAMILY LIVING

(Ten unit-organized questionnaires for grade levels 11-12)

CG013628

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DESCRIPTION

Value Questionnaires for Marriage and Family Living is a series of ten unit-organized questionnaires to stimulate discussion on a variety of topics in the area of marriage and family life. These values clarification activities can help students confirm or re-evaluate personal attitudes. The following units are included in this activity:

Love and Marriage
Male and Female Personality Traits
Dating
Engagements
Weddings
Male and Female Roles
Children
Separation and Divorce
The Future of Marriage and Family Life
A Personal Evaluation

INSTRUCTIONS FOR THE TEACHER (Do not duplicate.)

1. These value questionnaires are tools for stimulating class discussion on a variety of topics in the general area of marriage and family living. These activities emphasize values and concepts rather than factual content. The questionnaires can be used effectively as an introduction to a specific unit or as a follow-up lesson to develop critical thinking skills.

2. Each questionnaire is related to a specific topic usually discussed in such courses as Preparation for Marriage, Marriage and Family Living, Senior Problems, and Guidance. Instructions for completing the questionnaires are on each student form.

3. Thermofax and run off on a standard spirit duplicator the Value Questionnaires for Marriage and Family Living. Duplicate one copy of each questionnaire for each member of the class. File these copies for use when necessary as supplements to the course of study.

4. Distribute, when appropriate, one or more questionnaires to each student. Ask the students to complete the questionnaires. The questionnaire forms can be used many times if the students are asked to use a separate sheet of paper for their responses. Some questionnaires can be completed in small discussion groups with students trying to arrive at a consensus of opinion.

5. With one exception, each questionnaire activity must be followed by a class discussion which allows as many students as possible to express individual values. Emphasize to the class that there are no "right" or "wrong" answers to these questionnaires.

VALUE QUESTIONNAIRE--LOVE AND MARRIAGE (Duplicate one copy for each member of the class.)

Directions

Read each of the following statements carefully. Respond to each statement in the following manner: (1) Definitely agree; (2) Agree; (3) Disagree; (4) Definitely disagree. Write the appropriate number in the space provided. Your answers should represent your personal opinions. Be prepared to discuss your opinions with the rest of the class.

____1. There is one perfect mate for every man and every woman.

____2 All men and women want to get married.

____3. Women want to get married more than men.

____4. The husband should be older than the wife.

____5. The husband and wife should be of similar religious backgrounds.

____6. The husband and wife should be of similar economic backgrounds.

____7. The man should always be the primary "bread winner" or provider.

____8. Single people who choose to stay single have psychological problems.

____9. Love at first sight leads to a successful married life.

___10. There is no such thing as a perfect marriage.

VALUE QUESTIONNAIRE--MALE AND FEMALE PERSONALITY TRAITS (Duplicate one copy for each member of the class.)

Directions

The following is a list of personality traits. In each case, decide which is more masculine or more feminine. Write in "M" for more masculine and "F" for more feminine. Be prepared to discuss your opinions with the rest of the class.

_____Aggressive

_____Affectionate

_____Understanding

_____Cunning

_____Honest

_____Cruel

_____Hypocritical

_____Insecure

_____Mature

_____Romantic

_____Modest

_____Talkative

_____Emotional

_____Competitive

_____Sensitive

_____Materialistic

_____Adaptable

_____Faithful

VALUE QUESTIONNAIRE--DATING (Duplicate one copy for each member of the class.)

Directions

Read each of the following statements carefully. Respond to each statement in the following manner: (1) Definitely agree; (2) Agree; (3) Disagree; (4) Definitely disagree. Write the appropriate number in the space provided. Your answers should represent your personal opinions. Be prepared to discuss your opinions with the rest of the class.

____1. The parents are responsible for deciding the age at which a son or daughter can start dating.

____2. When to start dating is a matter of maturity not a matter of age.

____3. Dating is a healthy and natural experience which all young people should do.

____4. Dating is more important for women than it is for men.

____5. After the age of 21, young people should date only those men or women who could become marriage partners.

____6. Young people should be able to date whomever they wish, regardless of what their parents say.

____7. The best marriage partner is the person who has dated many different people over a long period of time.

____8. Society puts excessive pressure on young people to participate in the dating ritual.

VALUE QUESTIONNAIRE--ENGAGEMENTS (Duplicate one copy for each member of the class.)

Directions

Read each of the following statements carefully. Respond to each statement in the following manner: (1) Definitely agree; (2) Agree; (3) Disagree; (4) Definitely disagree. Write the appropriate number in the space provided. Your answers should represent your personal opinions. Be prepared to discuss your opinions with the rest of the class.

____1. A formal engagement is a trial period to determine if the man and woman are serious about marriage.

____2. A formal engagement is usually for the benefit of the parents.

____3. Engagement is more important for a woman than it is for a man.

____4. An engagement means that the couple has already decided to be married.

____5. An engagement should not be broken once the wedding plans are made.

____6. A long engagement helps insure a happy and successful marriage.

____7. In a formal engagement, the man must give the woman a ring to symbolize their commitment.

____8. Formal engagements are old fashioned and serve no useful purpose.

____9. If an engaged couple is not married within two years, the engagement should be broken.

___10. Because of our changing attitudes toward marriage, formal engagements are becoming less important in our society.

VALUE QUESTIONNAIRE--WEDDINGS (Duplicate one copy for each member of the class.)

Directions

Read each of the following statements carefully. Respond to each statement in the following manner: (1) Definitely agree; (2) Agree; (3) Disagree; (4) Definitely disagree. Write the appropriate number in the space provided. Your answers should represent your personal opinions. Be prepared to discuss your opinions with the rest of the class.

____1. The wedding plans should be the responsibility of the woman and her family.

____2. A formal wedding in a church or synagogue is more important to a woman than a man.

____3. A couple should plan their wedding ceremony without advice from their parents.

____4. A big wedding is a waste of money.

____5. A secret marriage is an insult to family and friends.

____6. The formal marriage ceremony and wedding celebration are traditions which will always be a part of our society.

____7. A couple should be able to marry themselves without interference from the government.

____8. Most people want big weddings more for the gifts than the tradition.

VALUE QUESTIONNAIRE--MALE AND FEMALE ROLES (Duplicate one copy for each member of the class.)

Directions

Each of the following are roles performed by men and/or women in a marriage. Consider each role carefully and then decide if it should be a male role, a female role, or a role for both men and women. Write in "M" for men only, "W" for women only, and M/W for both men and women. Be prepared to discuss your opinions with the rest of the class.

_____Have a career

_____Clean the house

_____Take out the garbage

_____Discipline the children

_____Change diapers

_____Prepare Meals

_____Do the laundry

_____Work part time

_____Do yard work

_____Feed the baby

_____Make final decisions about money

_____Pay the bills

_____Shop for food

_____Buy clothes for the children

_____Stay home with sick children

_____Select furniture

_____Entertain guests

_____Head of the household

VALUE QUESTIONNAIRE--CHILDREN (Duplicate one copy for each member of the class.)

Directions

Read each of the following statements carefully. Respond to each statement in the following manner: (1) Definitely agree; (2) Agree; (3) Disagree; (4) Definitely disagree. Write the appropriate number in the space provided. Your answers should represent your personal opinions. Be prepared to discuss your opinions with the rest of the class.

____1. All married couples want children of their own.

____2. A marriage is not complete without children.

____3. A married couple should have no more than two children of their own.

____4. Couples who choose not to have children are selfish people.

____5. Children are more influenced by what they learn outside the home than what their parents teach them.

____6. Children want complete freedom from parental control.

____7. Parents have a right to control their children until the children leave home.

____8. Women are naturally good mothers, but men have to learn how to be good fathers.

____9. Girls need more attention from their parents than boys.

___10. Most children need a good spanking now and then.

VALUE QUESTIONNAIRE--SEPARATION AND DIVORCE (Duplicate one copy for each member of the class.)

Directions

The following is a list of problems experienced in the marriage relationship. Read the list carefully and decide which problems are the most important reasons for separation and divorce. Rearrange the list according to what you think is the most important reason for divorce to the least important reason. Be prepared to discuss your opinions with the rest of the class.

1. Money problems
2. Early marriage
3. Lack of communication between marriage partners
4. Religious differences
5. Sexual problems
6. Raising children
7. Short period of engagement
8. Problems with in-laws
9. Conflicting personalities
10. Changing moral values of the society

VALUE QUESTIONNAIRE--THE FUTURE OF MARRIAGE AND FAMILY LIFE
(Duplicate one copy for each member of the class.)

Directions

The following is a list of predictions for the future. In each case decide if the prediction: (1) Will definitely happen; (2) May happen; or (3) Will not happen. Write in the appropriate number in the space provided. Circle the number of those predictions which you want to happen. Be prepared to discuss your opinions with the rest of the class.

____1. Government will have nothing to do with marriages and divorces. Personal contracts will replace the marriage license.

____2. Men and women living together will be more common than the formal marriage relationship.

____3. Homosexual marriages will be accepted by the society.

____4. A large number of people will give up the small family unit for communal living.

____5. Day care centers and schools will take over the major responsibility for the care and education of children.

____6. Most men and women will decide not to have children of their own.

____7. Most people will get married after the age of thirty.

____8. Men and women will be absolutely equal in job opportunities, education, and community status.

____9. A married woman will keep her own name rather than take the name of her husband.

___10. The government will determine what couples can have children and how many children they can have.

VALUE QUESTIONNAIRE--A PERSONAL EVALUATION (Duplicate one copy for each member of the class.)

Directions

The following is a list of personal questions. Think about each question carefully before answering. You may not be able to answer all the questions. You do not have to discuss your answers with the rest of the class. Keep this questionnaire for several years to determine the differences between your plans for the future and what actually happened.

1. If I am not married by the age of ____ I probably will never be married.

2. I want to be engaged before I am ____ years old.

3. I worry that I may never get married. (A) Always; (B) Sometimes; (c) Never.

4. When I finally get married, it will be my only marriage. (True/False)

5. I will have a formal wedding with a traditional wedding celebration. (Yes/No)

6. I will probably live with someone before I marry him/her. (Yes/No)

7. I will have several intimate relationships before I get married. (Yes/No)

8. I will have _____ children.
(number)

9. I will be faithful to my wife or husband. (Yes/No)

10. My parents will approve of my marriage. (Yes/No)

11. Before I get married I would like to have accomplished the following: (List approximately five accomplishments)

1. _____

2. _____

3. _____

4. _____

5. _____